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ABSTRACT

A study determined the impact the California Literacy Campaign (CLC) was having on adult learners based on changes in the California Adult Learner Progress Evaluation Process (CALPEP) learner progress forms. The two California Adult Learner Progress Evaluation Process (CALPEP) forms analyzed were: Where We Started, completed by learner and tutor and returned to the CLC program office by the third tutoring session; and Semiannual/Exit Tutor Report, completed after 6 months. Results indicated that at least 75 percent of the learners read as much or more than initially reported and over 85 percent reported their writing frequency either remained the same or increased. Larger percentages reached reading as opposed to writing goals. Data showed that over time, a greater percentage of learners reported increases in reading and writing levels. Larger percentages perceived their reading and writing abilities to be increasing over longer intervals. A majority of learners reported that the CLC program had a positive effect on their employment status by helping them obtain a job or improving their present positions at work. The two major reasons for leaving were "moved" or "referred to other programs"; no learners reported unhappiness with the program out of 700 respondents. Recommendations fell into two categories: reporting program information to the California State Library and management of CALPEP forms. (Instruments are appended. The document includes 15 figures and 4 references.) (YLB)

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Analysis of Learner Progress from the Second Reporting Cycle of the CALPEP Field Test

A Report to the California State Librarian

October 11, 1989

Prepared By

Educational Testing Service
Pasadena, California

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Executive Summary

Purpose

The following is a report by Educational Testi g Service (ETS) to the California State Library (CSL). This report contains the results of CALPEP data used by adult literacy programs participating in the California Literacy Campaign (CLC). Data for this report were gathered between July 1988 and August 1989 using the CALPEP Where We Started and Semiannual-Exit Tutor Report forms. Program coordinators collected the two forms and mailed them to ETS (Pasadena Field Office) for further analysis of program impact.

Procedures

The two CALPEP forms analyzed in this report are the Where We Started and Semiannual/Exit Tutor Report (See Appendix A & B). The Where We Started form is completed by the learner and tutor and returned to the CLC program office by the third tutoring session. After six months the Semiannual/Exit Tutor Report is completed by the learner and tutor to determine which CALPEP areas have improved. Semiannual/Exit Tutor reports are also given to learners who have been in the program for more than three months when the six-month report is due.

The Semiannual/Exit Tutor Report includes all items from the Where We Started form plus two additional questions. One asks the learner if the CLC program has had an impact on his/her job status. The second item determines the reasons learners leave the program. Below is a list of the items reported on the two CALPEP forms. Learner changes on these items form the basis for the second CALPEP reporting cycle:

1) Reading habits
2) Writing habits
3) CLC reading levels relative to reading goals
4) CLC writing levels relative to writing goals
5) Overall CLC reading level
6) Overall CLC writing level
7) Learners' perception of reading progress
8) Learners' perception of writing progress
9) CLC program effect on learners' job status (Semiannual only)
10) Learners' reason for leaving (Semiannual only)

Results

Reading Habits: CLC Programs had a very positive effect on learners' reading habits. Each of the fourteen categories showed that at least seventy-five percent of the learners read as much or more than initially reported. Less than one-fifth of the learners found reading had become more difficult. Furthermore, learners who have been in the program for longer periods of time consistently increased their amount of independent reading.

Writing Habits: Over eighty-five percent of the learners reported that their writing frequency writing either remained the same or increased over their initially reported frequency. Conversely, less than fifteen percent reported that writing had become more difficult in any of the categories surveyed. Likewise, the percentage of learners grew steadily larger over time when asked if they increased their amount of independent writing.

CLC reading levels relative to reading goals: As expected, on average, learners who have remained in the program for longer time intervals reported attaining their reading goals more often than learners at the shorter monthly levels. Similarly, larger reading level increases were attained when compared respectively.

CLC writing levels relative to writing goals: The data pattern was essentially the same for the writing component of the CLC level versus goal perspective. The difference between the two is that most groups reported larger percentages reaching their reading goals as opposed to those reaching their writing goals.

Overall CLC reading level: The data shows that over time a greater percentage of learners report an increase in their reading levels, while the percentage of learners reporting no change or a decrease steadily drops.

Overall CLC writing level: Similarly, the data reflected the same trends over time for changes in the CLC writing level as the CLC reading level. As the percentage of learners reporting increases grew along with length in their programs, a diminishing percentage of learners reported a decline or no change in their writing ability.

Learners' perception of reading progress: Larger percentages of learners perceived their own reading ability to be increasing over longer intervals of time. Roughly forty percent more learners at the ten month interval felt that their reading had improved when compared with learners at the one month interval.

Learners' perception of writing progress: The data mirrors the results of learners' perception of reading progress. The rise in the percentage of learners reporting an increase was almost as large as that reported for reading, with learners at the nine month interval showing an approximate thirty-five percent increase over those at the one month mark.

CLC program effect on learners' job status: A majority of the learners reported that the CLC program had a positive effect on their employment status. The program either helped them obtain a job or improved their present positions at work. Many reported feeling more confident in their ability to perform their jobs. Of those reporting that the CLC program did not help, the largest body of this subgroup stated that they were not actively seeking employment.

Learners' reason for leaving: The two largest subgroups of this specific inquiry were the "moved" and "referred to other program" responses. No learners reported unhappiness with the program out of seven-hundred respondents.

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Analysis and Reporting of Learner Progress Data from the Second CALPEP Reporting Cycle

Introduction

The following is a report by Educational Testing Service (ETS) to the California State Library (CSL) on the results of CALPEP data used by adult literacy programs participating in the California Literacy Campaign (CLC). Data for this report were gathered from July 1988 to June 1989. Two CALPEP forms (Where We Started and Semiannual/Exit Tutor Report) were used to gather the information from tutors and learners. Program coordinators collected the two forms and mailed them to ETS (Pasadena Field Office) for further analysis of program impact.

The report begins with a brief background of CALPEP. The purpose of the study follows, continuing with an examination of the nature of the data analyzed. Results and limitations of the study are presented concluding with a discussion of the results and recommendations.

Background

In 1984, the California Literacy Campaign (CLC) was established by the California State Librarian. The CLC is a community-oriented, library-based adult literacy program that serves many hard-to-reach learners, teaching them -- usually on a one-on-one basis -- reading and writing skills to help them handle the functional literacy demands they face in their daily lives.

Since its inception, the CLC has been evaluated twice with positive results (Lane et al., 1984; Wurzbacher et al., 1986). The two Program Evaluation Reviews (PER) suggested that the philosophy of the CLC contributed to the program's success. One example of this philosophy is the encouragement the CSL gives to local programs to individualize their instruction to meet the unique needs of their learners. Subsequently, no standard texts or curriculum are mandated for the CLC programs and matters related to curriculum are decided at the local program level.

The previous program evaluations also suggested that the instructional delivery system was successful in attracting new learners. For example, providing one-on-one tutoring apparently has helped to attract the hard-to-reach learner -- precisely the learner the CLC wants to attract. Further, it seems that public libraries are a good location for tutoring sessions as they provide learners a non-threatening and non-judgmental atmosphere in which to learn.

The previous PER's noted that successful program outcomes included tutors' satisfaction with training and program operation, learner satisfaction with their tutors, learners feeling that they were attaining their goals, and program growth (i.e., enrollment).

Although the above program components were judged important to success, both PER's suggested that a common statewide system be implemented in order to evaluate learner progress and determine the CLC's impact on learners' lives. As a result, the California State Library contracted with ETS (Pasadena Field Office) to develop an adult learner progress evaluation process (later to be known as CALPEP) that would account for learner progress and "fit" into the CLC's operating mode. Important to this development was a clear definition of what the CSL and the CLC meant by learner progress and adult literacy. The next section addresses these issues.

Improving the literacy skills of learners so they can function better in society and reach their personal goals is a major consideration of the CLC. Thus, important learner progress issues to be addressed concern whether adults are learning to read and write materials important to them (related to their goals); whether they are using their reading and writing skills in the real world, and if they are reading and writing more outside the tutoring sessions. Further, as a result of improved reading and writing skills, are learners attaining their reading and writing goals; are their perceptions about their reading and writing skills changing (e.g., is their self-concept improving); and, is the improved reading and writing helping learners progress in their jobs?

All of these issues are addressed in the California Adult Learner Progress Evaluation Process (CALPEP) and integrated into the instructional setting under the following broad headings:

* literacy habits
* learner goals
* CLC reading and writing levels
* learners' perception of literacy progress

The CLC philosophy reflects the local instructional strategy by taking a different approach to evaluating learner progress that stresses these four areas. This new approach emphasizes progress relative to changes in learners' literacy habits, attainment of personal goals, improvement of CLC reading and writing levels, and improvement of learners' perception of their own progress, instead of using grade-level equivalencies based on group norms. This is an innovative approach to learner progress evaluation and is indeed rare in the adult education community.

Based on this philosophy, a learner progress evaluation procedure that reflected the above goals and CLC instructional delivery system was developed by ETS (Solorzano & Stecher, 1988). The procedure included an adult learner progress evaluation process that was consistent with the CLC philosophy, goals, and delivery system, while also quantifying learner progress across programs. The development of this process consisted of two major program phases. For further details of Phases I and II, consult the appropriate final reports available from the CSL.

Purpose of the Study

The purpose of this study is to determine the impact the CLC is having on adult learners based on changes in the CALPEP learner progress forms. Further, since this is a field test year, the CALPEP forms and procedures will be examined. ETS will make recommendations for improving CALPEP for future reporting cycles.

Nature of the Data Analyzed

The two CALPEP forms analyzed in this report are the Where We Started and the Semiannual/Exit Tutor Report (See Appendix A & B). The Where We Started form is completed by the learner and tutor and returned to the CLC program office by the third tutoring session. After six months, the Semiannual/Exit Tutor Report is completed by the learner and tutor to determine which CALPEP areas have improved. Semiannual/Exit Tutor Reports are also given to learners who have been in the program for more than three months at the time six-month reports are due.

The Semiannual/Exit Tutor Report includes all items from the Where We Started form plus two additional questions. One asks learners if the CLC program has had an impact on their job status. The second item determines the reasons learners leave the program. Below is a list of the items reported on the two CALPEP forms. Learner changes on the following items form the basis for the second CALPEP reporting cycle:

1) Reading habits
2) Writing habits
3) CLC reading levels relative to reading goals
4) CLC writing levels relative to writing goals
5) Overall CLC reading level
6) Overall CLC writing level
7) Learners' perception of reading progress
8) Learners' perception of writing progress
9) CLC program effect on learners' job status (Semiannual only)
10) Learners' reason for leaving (Semiannual only)

For the cycle 2 CALPEP report, only learners with matched data (e.g., both Where We Started and Semiannual/Exit Tutor Report) are examined. To process and analyze the CALPEP forms, ETS developed a data entry and analysis computer program. This program facilitated the entry of the Where We Started and Semiannual/Exit Tutor Report data, analyzed the frequencies and percentages of learners in each CALPEP category, and computed change (i.e., growth) in CALPEP outcome measures for the field test year. The present study analyzes progress made by learners on each CALPEP item by comparing data from learners' Where We Started form to data from their most recent Semiannual/Exit Tutor Report.

To evaluate the actual CALPEP forms, ETS will draw on knowledge gained by retrieving and processing the CALPEP forms; reviewing comments CLC coordinators made in writing in response to a mailer designed to obtain feedback from the field; reviewing notes from one meeting with several CLC coordinators at the Southern California Library Literacy Network (SCLLN); examining the nature of the missing data; and analyzing learner progress from the CALPEP forms during the field test year.

Results

The results of this second CALPEP reporting cycle are examined for learners with matched data. Learners with matched data have both the Where We Started and Semiannual/Exit Tutor Report. Data will be reported by the following learner categories:

* length of stay
* change in reading and writing habits
* progress towards attaining most important reading goal and change in CLC reading level relative to most important goal
* progress towards attaining most important writing goal and change in CLC writing level relative to most important goal
* change in overall CLC reading and writing level
* change in perception of learners' reading and writing progress
* impact of program on job status
* learners' reason for leaving program

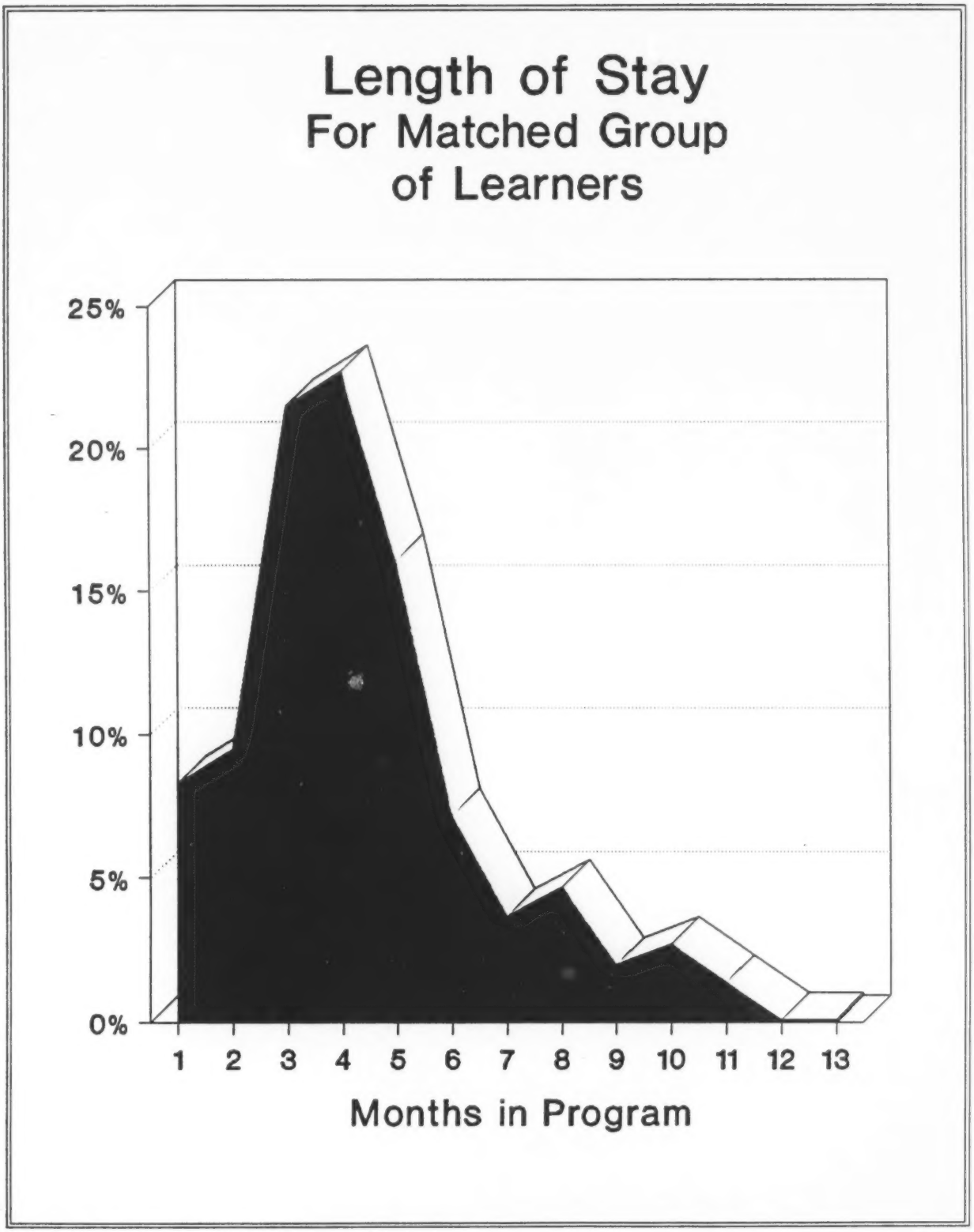
Most tables relative to length of stay analyses are computed for 10 months. The number of learners in the present sample who participated in the CLC beyond this point is too small to make additional analyses meaningful.

Length of Stay

CALPEP data are examined for learners who have been in the CLC program for up to twelve months. Figure 1 demonstrates the learner "length of stay" data. Notice that the majority of the learners with matched data (both Where We Started and Semiannual/Exit Tutor reports submitted for analyses) were in the 3, 4, and 5 month category. Almost 60% of learners for this reporting cycle fall into these three categories. Subsequently, the bulk of learner data examined for this study will come from these three months. Percentages will assist in showing trends for those learners in the program for more than 5 months.

The total number of learners with matched data is 708 for this CALPEP reporting cycle. Matched data were received from 66 CLC programs out of a possible 77, representing 86% of all CLC programs.

FIGURE 1


Length of Stay
For Matched Group
of Learners
25%
20%
15%
10%
5%
0%
1
2
3
4
5
6
7
8
9
10
11
12
13
Months in Program

Change in Reading and Writing Habits

Introduction. This section deals with the change in learners' reading and writing habits over time. In this instance, learner progress is judged on the increased change in reading and writing practices relative to a list of materials that adult learners commonly read, and again based on their overall reading and writing practices outside the tutoring session.

In the development of CALPEP, data gathered from both the CLC "Practices" survey (Solorzano & Stecher, 1987), and the Field Advisory Committee (FAC), suggested a number of materials that learners usually want to read and write. These materials were used as a basis for the CALPEP reading and writing habits items.

There are two features of CALPEP reading (writing) habits relative to the list of materials, 1) frequency, and 2) difficulty. The frequency changes are grouped in the following manner:

Learner reads (writes) this material...

1. "not at all"
2. "sometimes"
3. "regularly"

Learners can change their reading or writing habits on any given material item from "not at all" to "sometimes" or "regularly." Learners can also report changing their habits in an opposite direction expected. For instance, some learners -- reported in this study -- changed from "sometimes" to "not at all." Possible reasons for this can be that learners became disinterested in the materials (e.g., reading comics less often, writing greeting cards only occasionally) or they misunderstood the CALPEP directions and completed the forms incorrectly. (More on the problems associated with the forms is discussed in the "Limitations" section of this report.)

The difficulty levels are grouped in the following manner:

Learner finds these materials...

1. "easy to read (write)"
2. "a little hard"
3. "very hard"

Learners can change their reported difficulty level reading or writing materials from "very hard" to "a little hard" or "easy." Similar to the frequency category, learners reported going in the opposite direction expected. It is not clear in this instance why learners have reported more difficulty in reading or writing certain materials. Perhaps the type of material selected was at a higher reading difficulty level or the content of new material was unfamiliar. In either case, data are presented for learners' who improved, stayed the same, or decreased their reading and writing frequency and difficulty levels.

Learners' independent reading and writing habits outside the tutoring session are based on learners' reports on the types of materials they read and write in their daily lives. These materials can be work-related or related to pleasure reading and writing materials.

For judging reading and writing habits outside the tutoring session, frequency levels placed on a five point continuum are used. The following categories are included on this continuum:

1. not at all
2. a few minutes
3. about an hour
4. 2-3 hours
5. more than 4 hours

Learners and tutors are asked to estimate, in a typical week, how often the learner might read (write) materials in general (i.e., not necessarily from the CALPEP list) outside the tutoring session.

The following sections report changes in learners' reading and writing habits relative to a list of items and relative to learners' habits outside the tutoring session. Within the context of reading and writing habits based on a list of materials, both reading frequency and difficulty are be examined. Data are presented below for reading and writing habits separately.

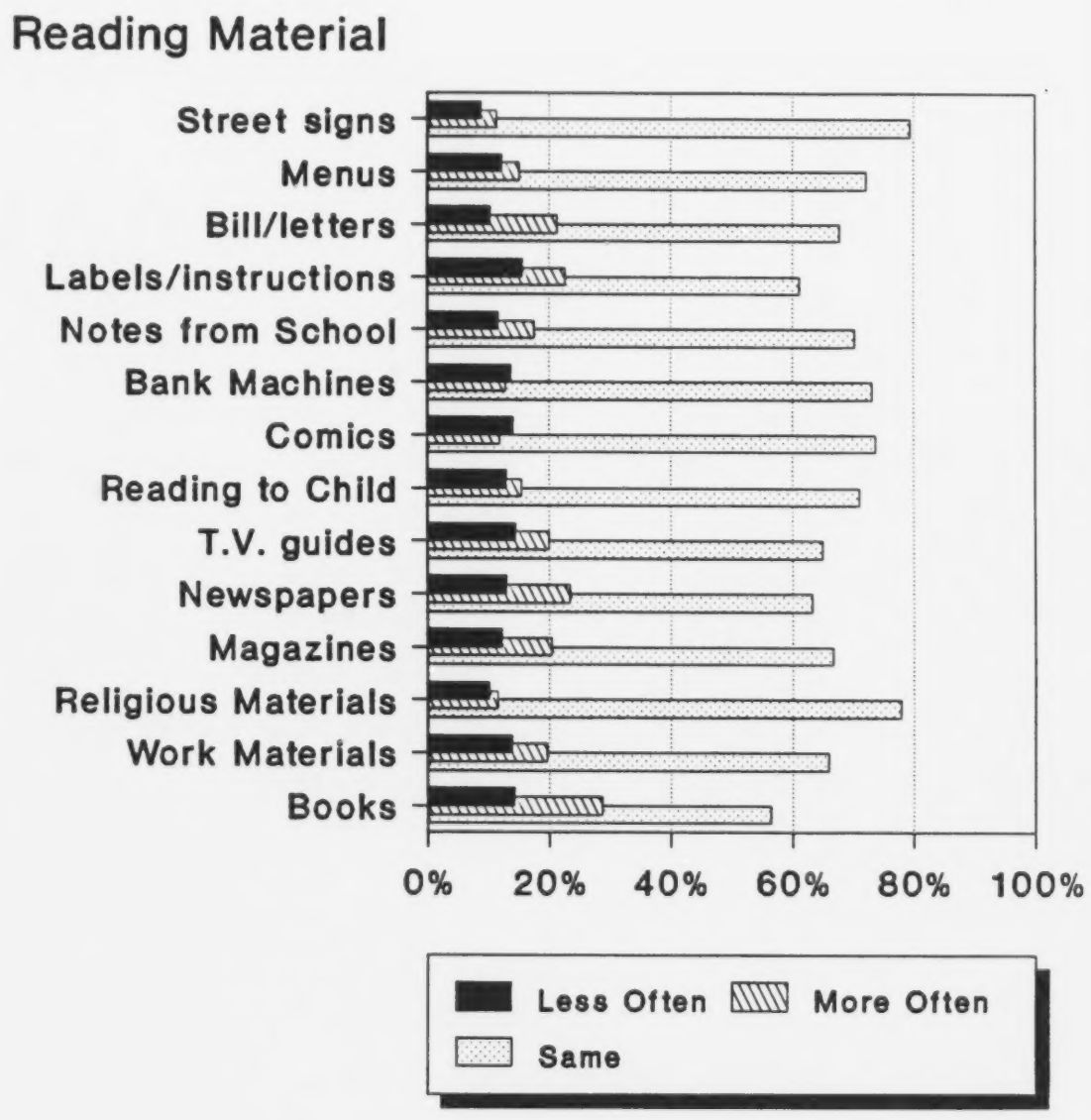
READING HABITS

Change in reading habits based on items read from a specific list of materials. Change in learners' reading habits based on items read from the CALPEP list were examined. Generally, for this period of time, the majority of learners did not change their reading habits. For those learners reporting change in their reading habits -- either positive or negative -- the most change was in a positive direction (i.e., reading more materials). The single largest category where learners improved their reading frequency was in reading books. As Figure 2 demonstrates, more than 20% of learners increased their reading frequency on the following six categories: 1) books, 2) mail/bills/letters, 3) labels and instructions, 4) T.V. guides, 5) newspapers, and 6) magazines.

The analyses in this section also include an examination of the ease with which learners could read certain materials. The data for change in learners' difficulty levels showed similar characteristics to those examined for reading frequency. That is, the largest group demonstrated no change while -- of those learners reporting change in their difficulty reading materials -- most noted less difficulty reading selected materials. More than 25% of the learners reported less difficulty reading the following four types of materials from the CALPEP list: 1) mail/bills/letters, 2) labels/instructions, 3) work-related materials, and 4) books. Figure 3 displays the data for this CALPEP item.

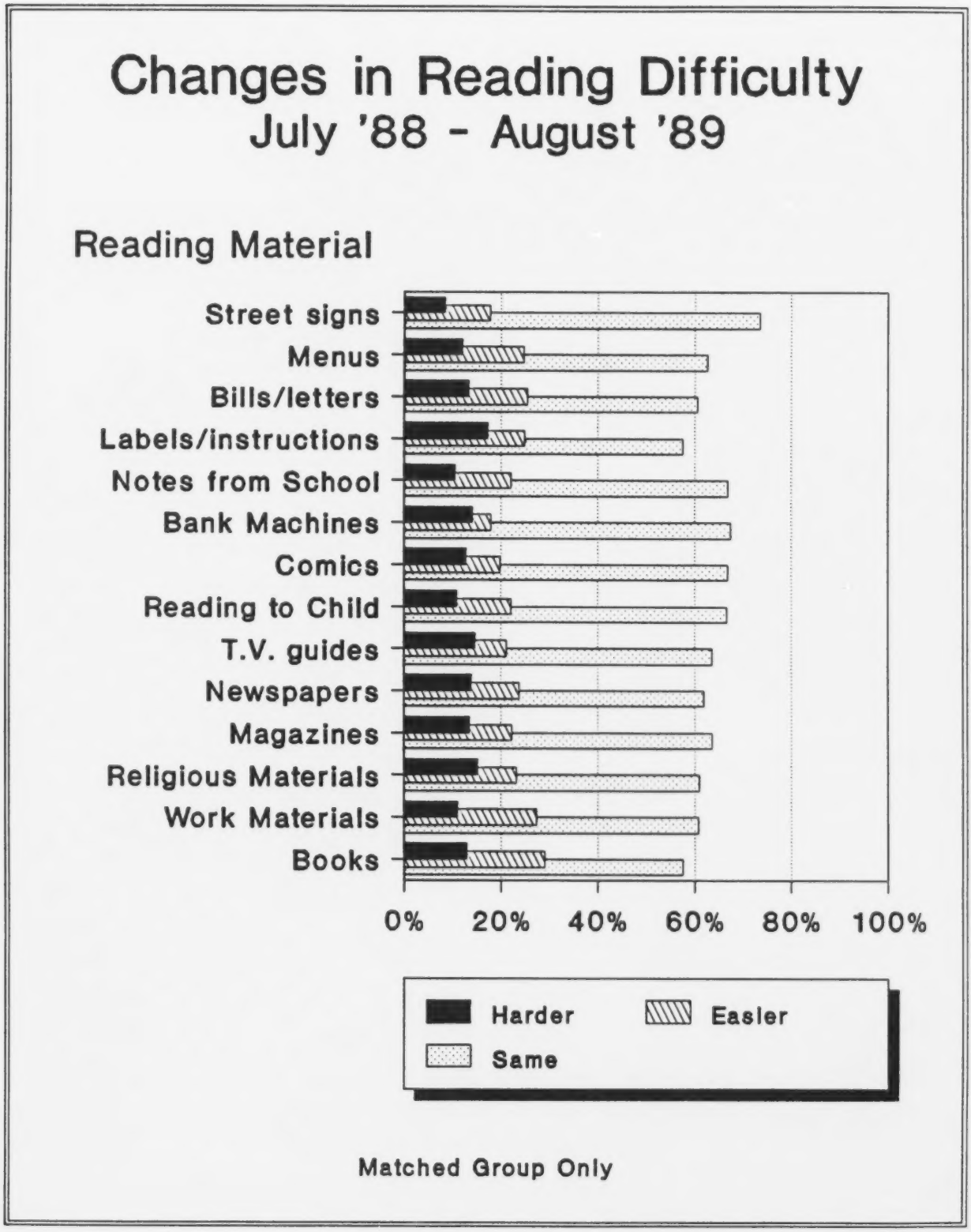
FIGURE 2

Changes in Reading Frequency
July '88 - August '89



Matched Group Only

FIGURE 3


Changes in Reading Difficulty
July '88 - August '89
Reading Material
Street signs
Menus
Bills/letters
Labels/instructions
Notes from School
Bank Machines
Comics
Reading to Child
T.V. guides
Newspapers
Magazines
Religious Materials
Work Materials
Books
0%
20%
40%
60%
80%
100%
Harder
Easier
Same
Matched Group Only

Change in overall reading habits outside the tutoring session. In this section, CALPEP determines the extent to which learners are using their reading skills outside the tutoring sessions. Therefore, learners and tutors were asked to estimate, in a typical week, how often the learner read materials in general (i.e., not necessarily from the CALPEP list) outside the tutoring session.

Data suggest that for those initially reporting that they read "not at all" outside the tutoring sessions, 74% increased their reading habits by reading more; ranging from a "few minutes" to "over 4 hours" in a typical week. In general, learners at the lower-frequency end increased their outside reading habits while those at the upper-frequency end did not demonstrate much change in their outside reading habits. In effect, a plateau seemed to be reached after a certain amount of time. Table 1 shows these data.

Table 1

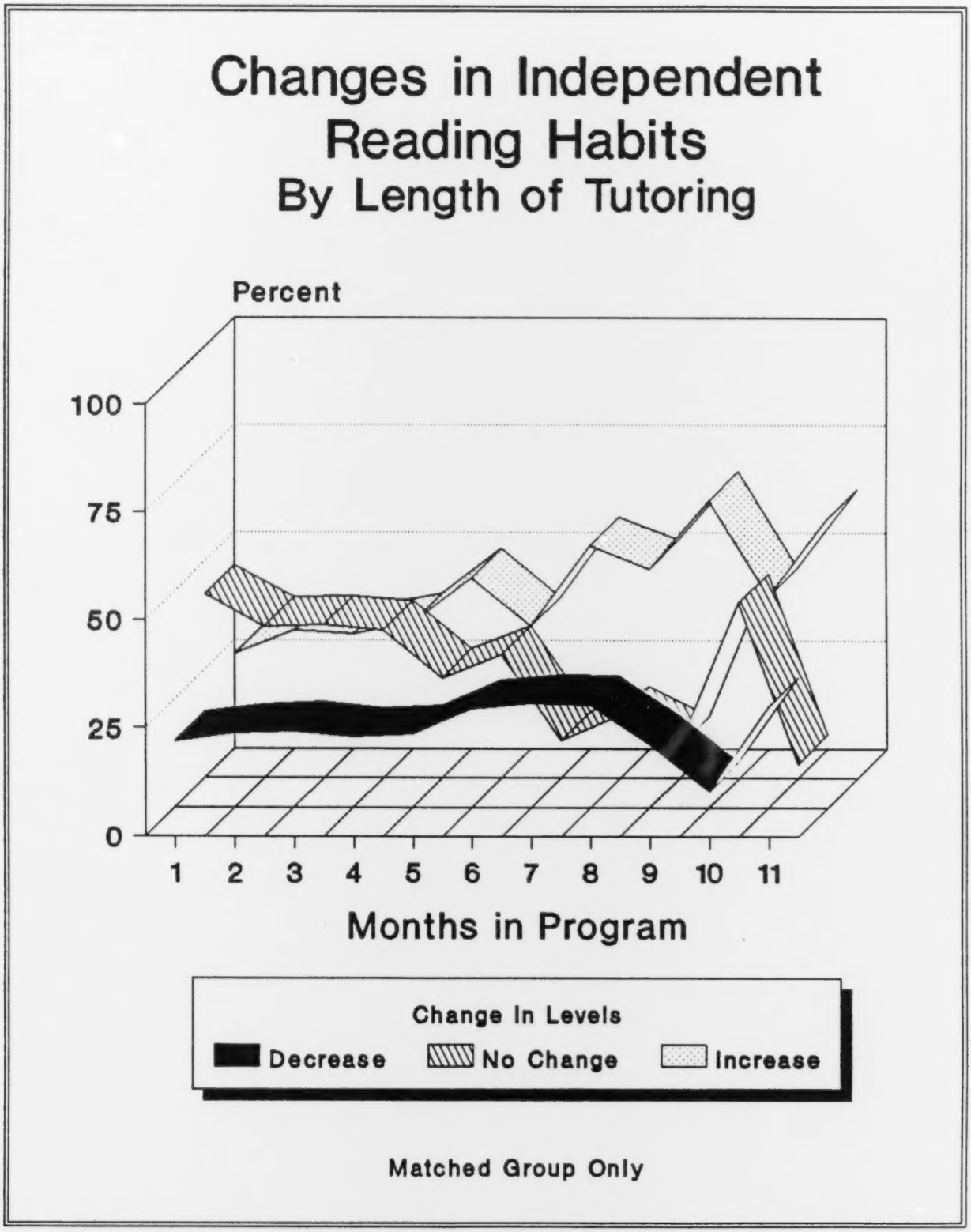
Characteristics of Change in Overall Reading Habits of Learners Outside the Tutoring Session in a Typical Week

Upon Completion of Most Recent Semiannual Report

Categories	Not at All		A Few Minutes		About An Hour		2-3 Hours		4 or More Hours	
Starting Point	#	%	#	%	#	%	#	%	#	%
Not at All	18	25.7	15	21.4	21	30.0	12	17.1	4	5.7
A Few Minutes	4	3.1	35	27.1	42	32.5	34	26.3	14	10.8
About an Hour	4	1.9	28	13.4	92	44.2	60	28.8	24	11.5
2-3 Hours	2	1.5	5	3.9	26	20.6	55	43.6	38	30.1
4 or More	0	0.0	6	5.6	11	10.2	29	27.1	61	57.0

An examination of reading habits over time (outside the tutoring session) was conducted. For all lengths-of-stay categories, more learners reported increases in their outside reading practices than those reporting decreases. Generally, as the number of months increased, learners' outside reading habits increased. These data suggest that the longer learners stay in the CLC, the more they read on their own. Figure 4 demonstrates this trend.

FIGURE 4


Changes in Independent Reading Habits
By Length of Tutoring
Percent
100
75
50
25
0
1
2
3
4
5
6
7
8
9
10
11
Months in Program
Change In Levels
Decrease
No Change
Increase
Matched Group Only

WRITING HABITS

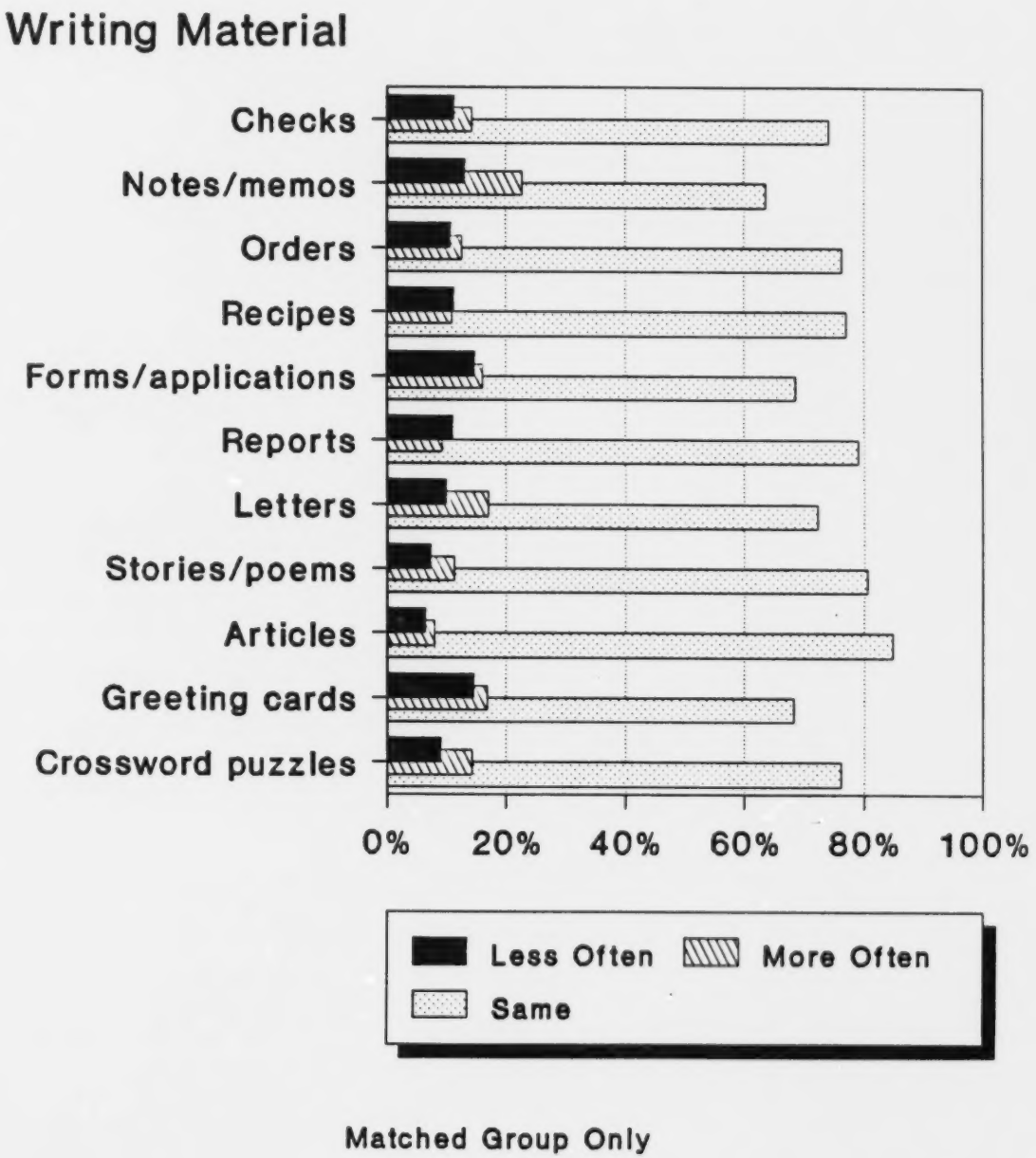
In this section, the change in learners' writing is measured. Writing progress (similar to reading change) is judged first against a list of materials that are commonly written by adults and secondly, based on their overall writing outside the tutoring session in a typical week.

Change in writing habits based on items from a specific list of materials. Change in learners' writing habits were examined relative to a list of materials adults usually write. Data show that most learners reported no change in their writing habits relative to the list of materials. For those indicating a change in writing habits, learners increased their writing most with "notes and memos" (22.7%). Actually, more than 16% of the learners reporting change increased their writing in the following three categories: 1) forms and applications, 2) letters, and 3) greeting cards. Figure 5 demonstrates these data.

The ease with which learners could write certain materials was examined. Difficulty level results showed similar patterns to those for frequency levels. The majority noted no change in the ease with which they wrote the items from the CALPEP list. However, as Figure 6 shows -- for those who did report a change -- the majority found it easier to write the CALPEP materials from the list. For instance, notes/memos and letters were found easier to write by more than 30% of the learners reporting change in difficulty levels.

FIGURE 5

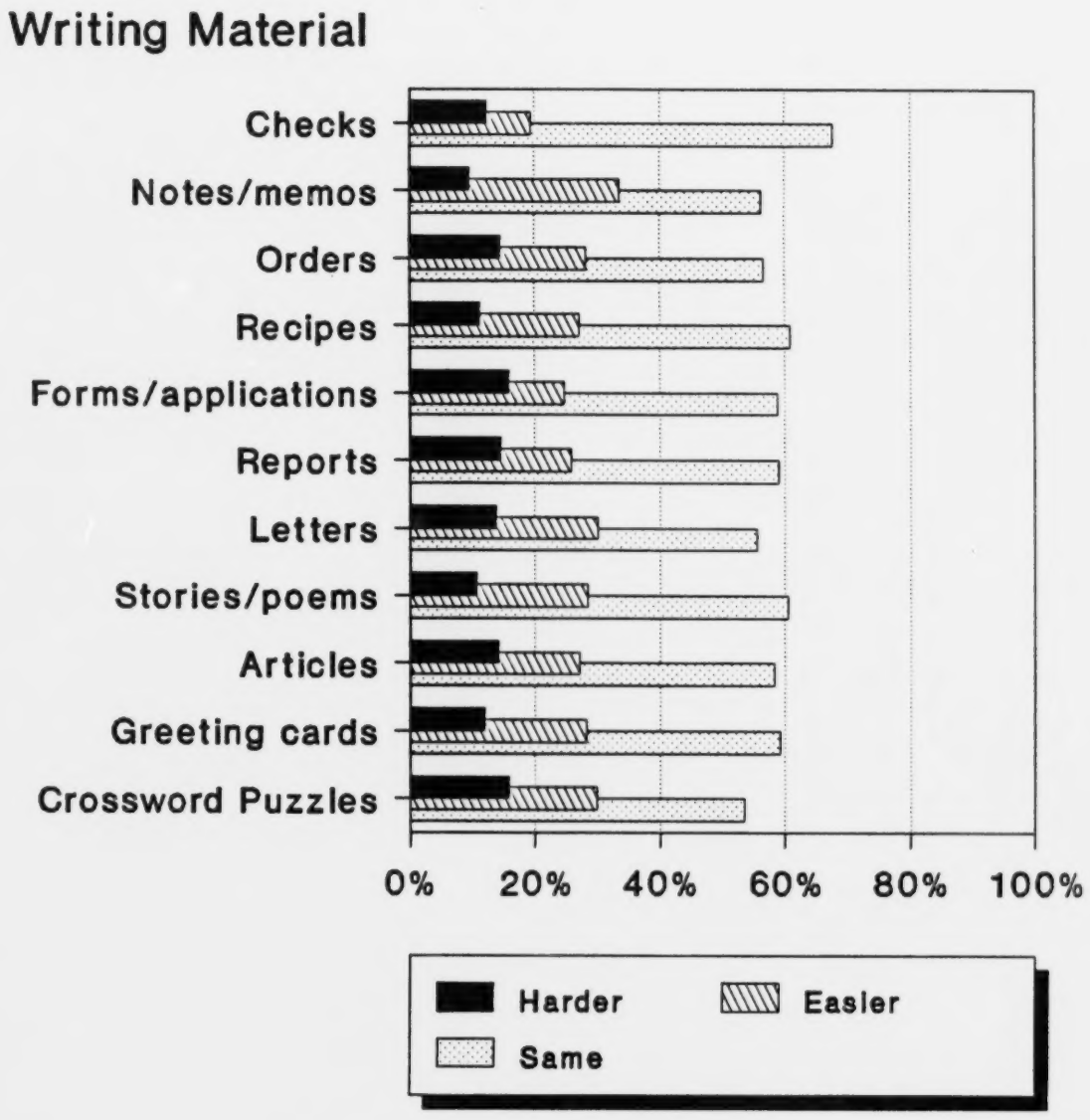
Changes in Writing Frequency
July '88 - August '89



Matched Group Only

FIGURE 6

Changes in Writing Difficulty
July '88 - August '89



Matched Group Only

Change in overall writing habits outside the tutoring session. Learners and tutors were asked to estimate, in a typical week, how often the learner wrote materials (i.e., not necessarily from the CALPEP list) outside the tutoring session.

For those learners initially reporting (on the Where We Started form) that they wrote "not at all" outside the tutoring session, 25% increased to "a few minutes" and another 25% increased to "one hour." As initial levels increased, the frequency with which learners wrote stayed the same or decreased. As mentioned earlier (see Table 1), a plateau seemed to be reached after a certain period of time. Table 2 displays this information.

Table 2

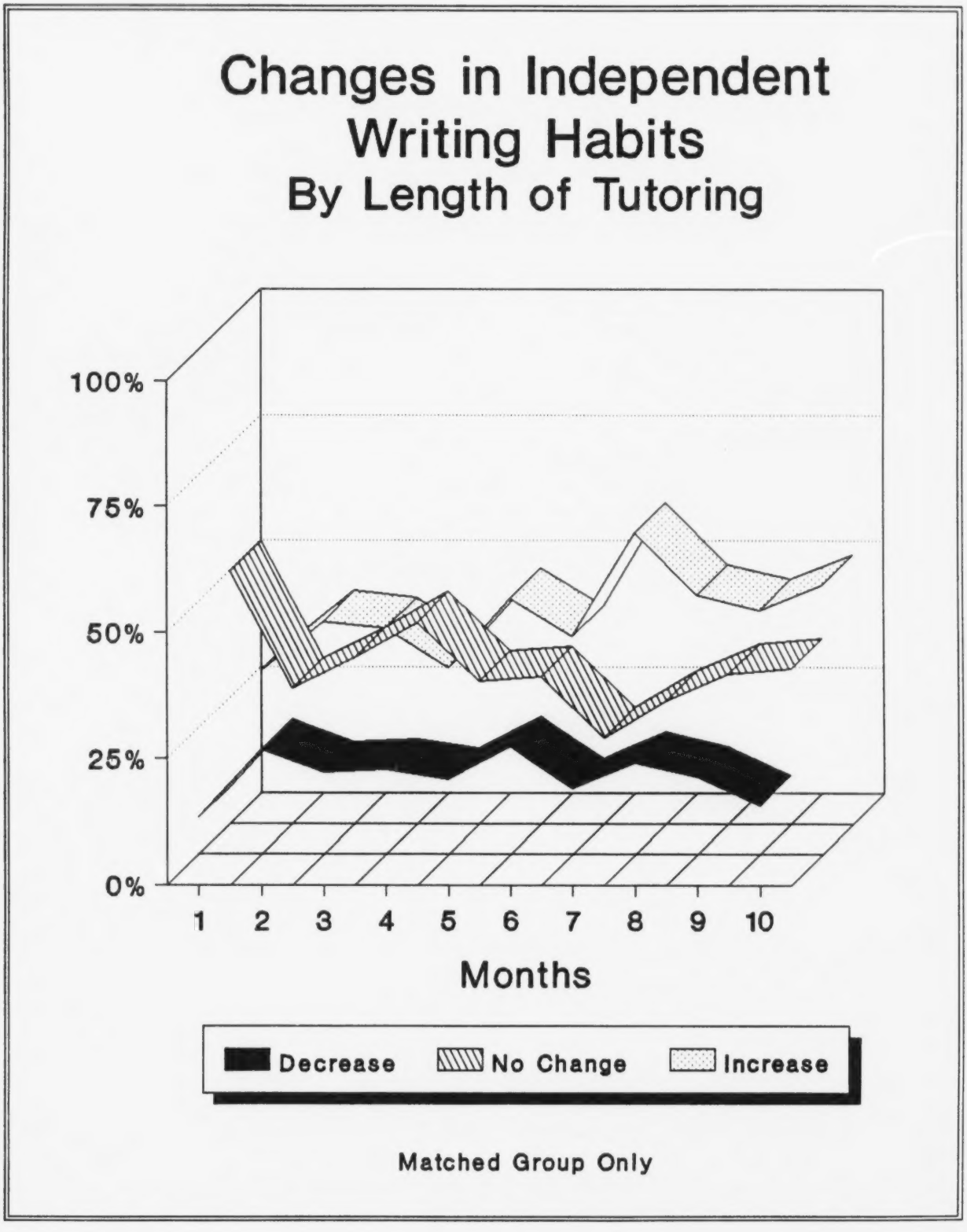
Characteristics of Change
in Overall Writing Habits of Learners
Outside the Tutoring Session
in a Typical Week

Upon Completion of Most Recent Semiannual Report

Categories	Not at All		A Few Minutes		About An Hour		2-3 Hours		4 or More Hours	
Starting Point	#	%	#	%	#	%	#	%	#	%
Not at All	53	35.8	38	25.6	38	25.6	12	8.1	7	4.7
A Few Minutes	11	5.4	89	44.2	62	30.8	26	12.9	13	6.4
About an Hour	8	5.0	35	22.1	70	44.3	30	18.9	15	9.4
2-3 Hours	0	0.0	7	8.1	19	22.0	36	41.8	24	27.9
4 or More	1	1.8	11	20.3	7	12.9	9	16.6	26	48.1

An examination of writing habits over time (outside the tutoring session) was conducted. Similar to those data for reading, for all lengths-of-stay categories, more learners reported increases in their outside writing practices than those reporting decreases. Most reported increasing one level (e.g., from "not at all" to "a few minutes"). Data suggest that for learners who had been in the program for seven or more months, approximately half reported increases in outside writing practices. Figure 7 displays these data.

FIGURE 7


Changes in Independent Writing Habits
By Length of Tutoring
100%
75%
50%
25%
0%
1
2
3
4
5
6
7
8
9
10
Months
Decrease
No Change
Increase
Matched Group Only

Summary of Learners' Reading and Writing Habits

The majority of the learners for this first year reporting cycle indicated no change in their reading habits when based on a specific list of materials. For those reporting a change in reading habits, the majority increased their reading practices either relative to the list of materials or outside the tutoring session.

Findings were similar for difficulty levels. The majority reported no change in their difficulty levels, yet of those reporting change, the majority reported they could read materials easier.

Changes in writing habits showed similar results. Most learners reported no change in their writing habits relative to the list of CALPEP items. Yet, of those reporting change, the majority increased their writing habits both relative to the list of CALPEP items and based on estimates of their writing practices outside the tutoring sessions.

Data for writing difficulty showed similar trends. Most learners reported no change in difficulty levels; however, of those reporting change, most found writing easier compared to those who found it more difficult.

In sum, when change in learners' reading and writing habits occurred, it was usually in a positive direction and -- over time -- improved.

Changes in CLC Levels Relative to Learners' Goals

Introduction. One important feature of CALPEP is that it measures progress based on learners' reading and writing goals. Since CLC programs are encouraged by the CSL to use instructional materials and methods appropriate to the local site, the evaluation of reading and writing progress could not mandate or "drive" a specific curriculum or teaching approach (e.g., phonics based or whole-language approach). Therefore, it is essential that the process of evaluating learners' reading and writing progress be generic enough to accommodate the various instructional approaches used in the CLC, yet be quantifiable across programs.

Based on materials important to the learner, CALPEP tracks reading and writing progress as the learner moves along a continuum of levels beginning from letter recognition; to word recognition; to the ability to read or write a sentence in the learners' area of interest; to reading/writing paragraphs; and finally, to the learners' ability to apply information gained from attaining their goal to a new situation or future goal.

Data examined below represent learner gains in both goal attainment (learners' most important goal) and increases in CLC reading and writing levels relative to their most important reading/writing goal.

Reading and writing goal attainment. Figure 8 presents information about the number of reading and writing goals completed based on learners' length of stay in the program. As the data show, most learners reported they had not completed one goal (except at the 7 and 10 month periods). However, for those reporting goal completion, the trend was to complete a goal the longer one stayed in the program. For instance, more than half of those learners who reported goal completion did so after spending 7 or 10 months in the program.

Similar to reading, most learners reported no change in their writing goal status. For those reporting change, most writing goal completion took place at the seventh and tenth month. Generally speaking, more learners completed reading goals compared to those completing writing goals.

Reading and writing goals: Change in CLC level relative to most important goal. Learner progress (based on CLC levels) was examined relative to learners' most important goal worked on during the tutoring sessions. Data indicate that more than half of the learners increased their CLC reading level relative to their most important goal. Of those learners reporting change, most increased one CLC level. Overall, more learners increased their CLC level than those who decreased or stayed the same. Furthermore, CLC reading levels increase over time. Figure 9 shows this encouraging finding.

Data were gathered for CLC level improvement relative to writing. As with reading, more than 50% of the learners increased their CLC writing levels relative to their most important writing goal. For this group, most improved one CLC level. Figure 10 presents these data.

FIGURE 8

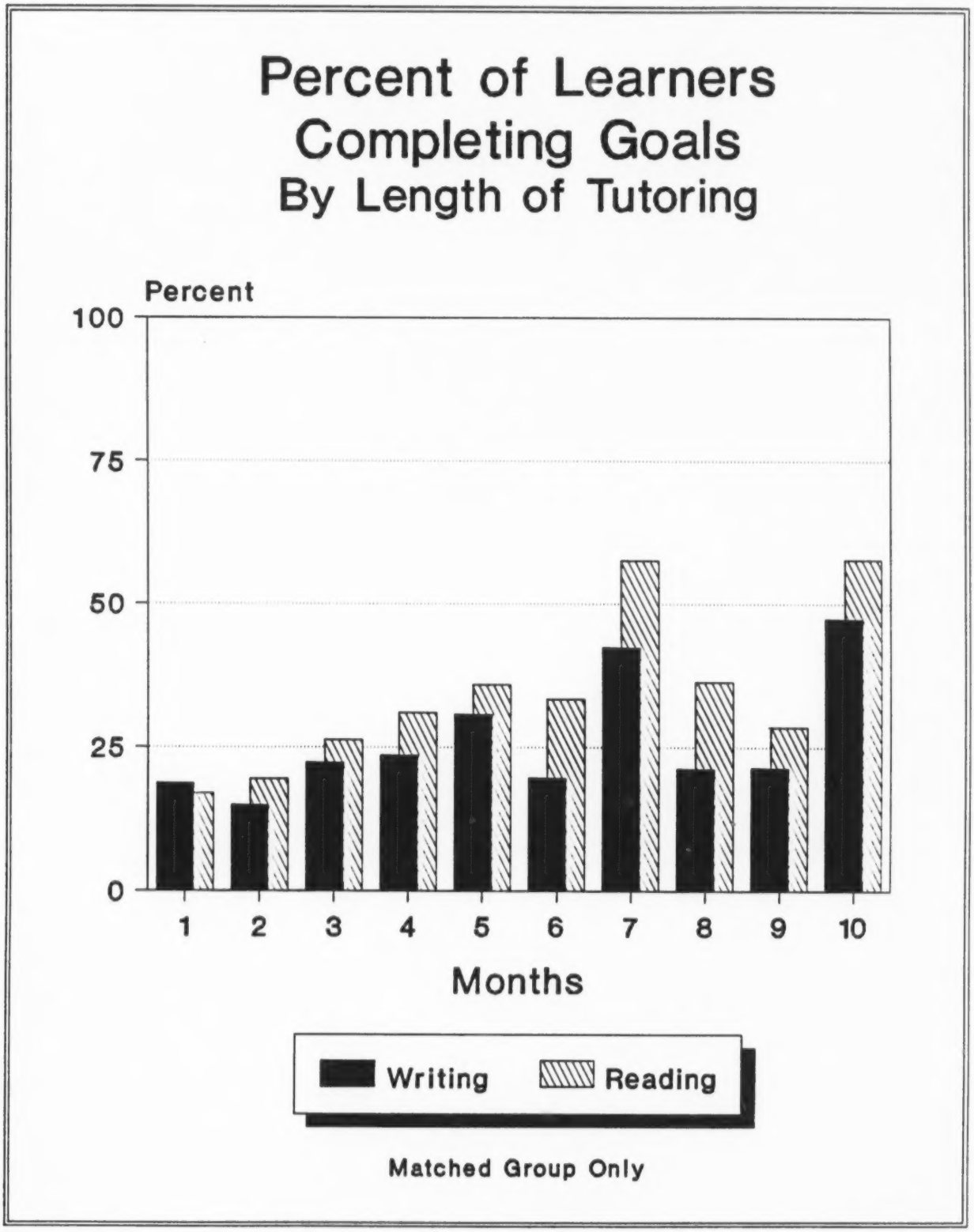
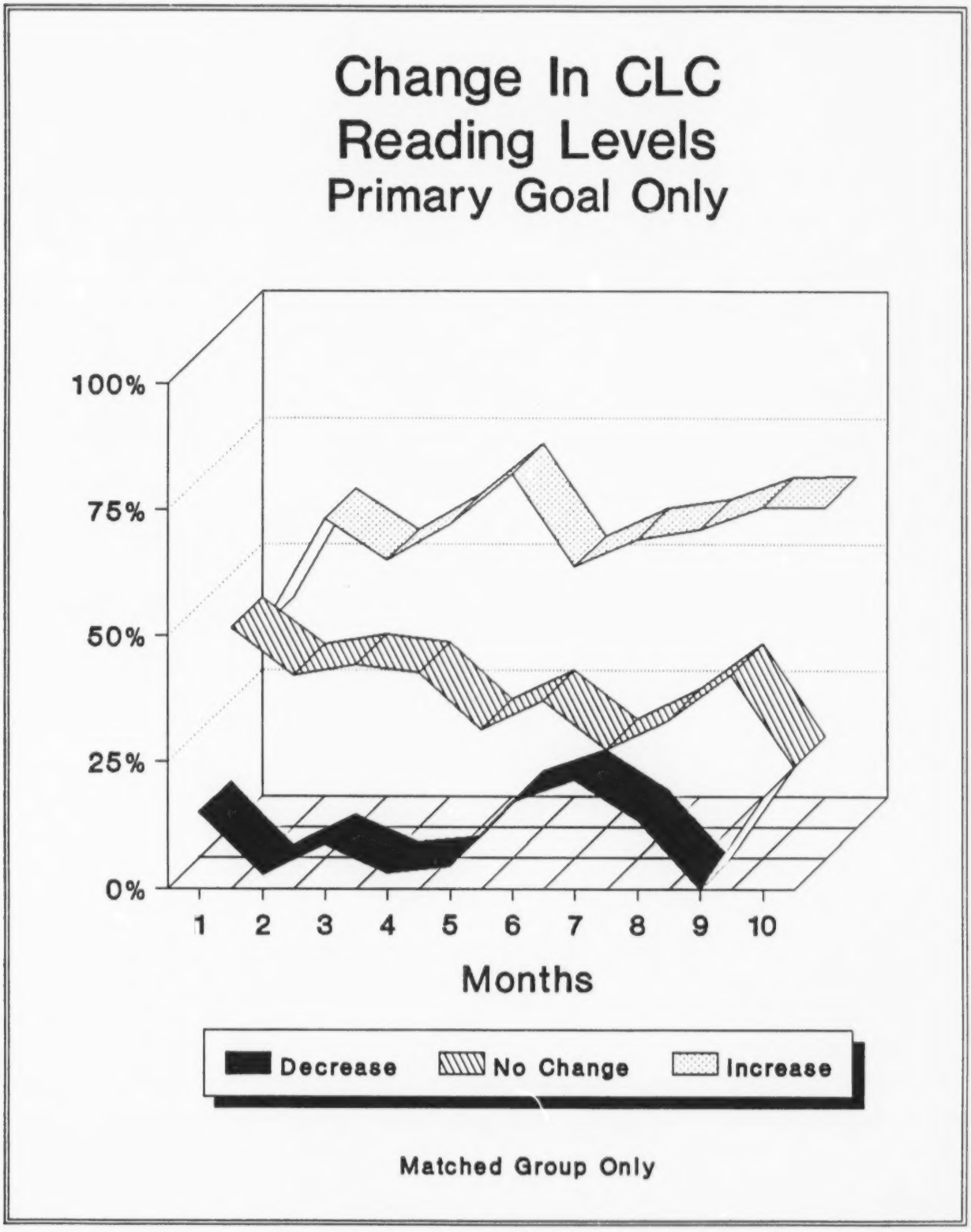
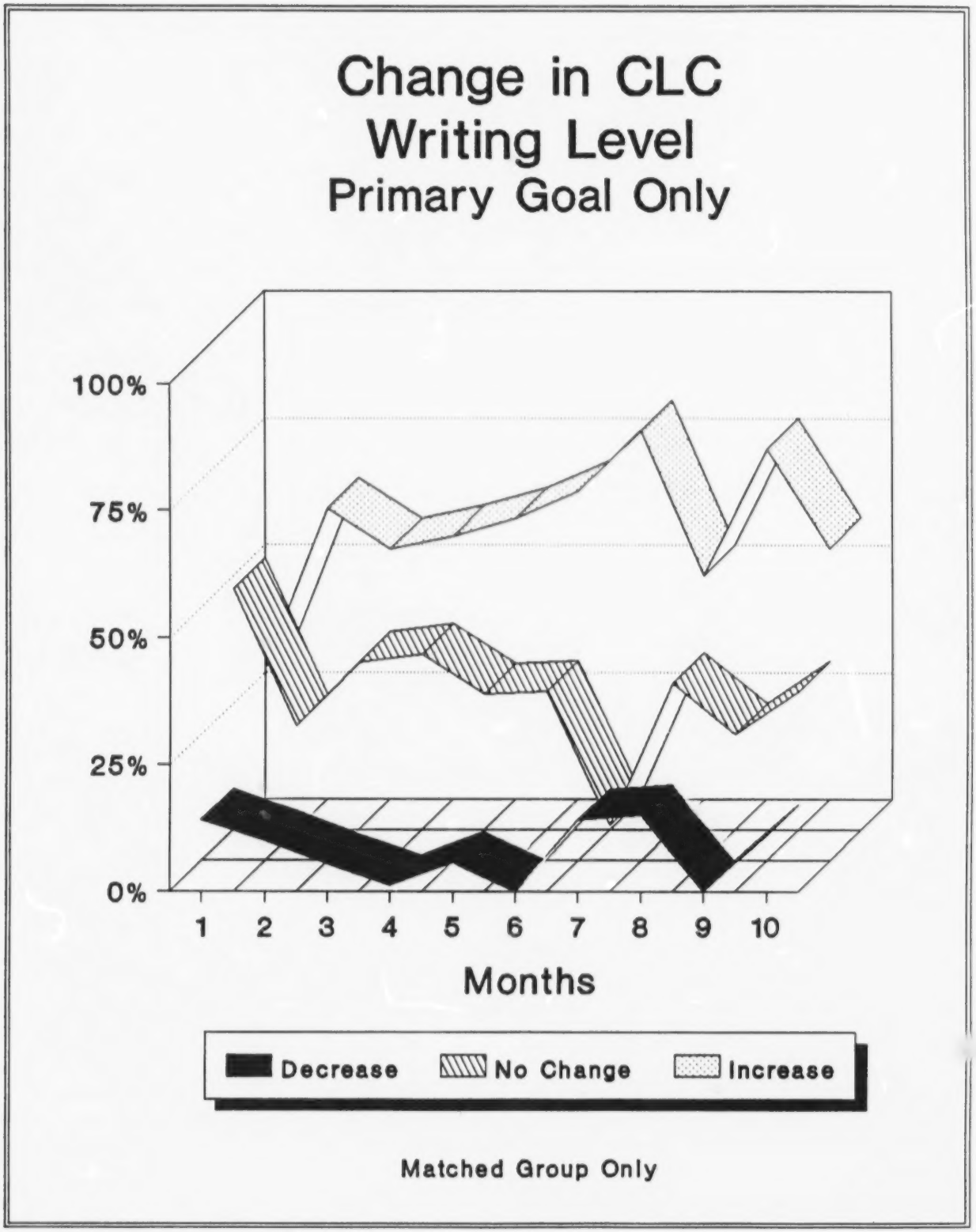

Percent of Learners
Completing Goals
By Length of Tutoring
Percent
100
75
50
25
0
1
2
3
4
5
6
7
8
9
10
Months
Writing
Reading
Matched Group Only

FIGURE 9


Change In CLC
Reading Levels
Primary Goal Only
100%
75%
50%
25%
0%
1
2
3
4
5
6
7
8
9
10
Months
Decrease
No Change
Increase
Matched Group Only

25

FIGURE 10


Change in CLC
Writing Level
Primary Goal Only
100%
75%
50%
25%
0%
1
2
3
4
5
6
7
8
9
10
Months
Decrease
No Change
Increase
Matched Group Only

Summary of Goal Attainment and Increases in CLC Levels Relative to Goals

Most learners reported no change in their goal attainment during the second CALPEP reporting cycle. However, the majority of the learners did attain goals at the seven and ten month intervals. Of those learners reporting goal attainment, more learners completed reading goals compared to writing goals.

Generally, learners increased their reading and writing levels the longer they remained in the program. Further, more learners improved at least one CLC level relative to both reading and writing goals compared to those learners who stayed the same or decreased CLC levels.

Change in Overall CLC Reading and Writing Levels

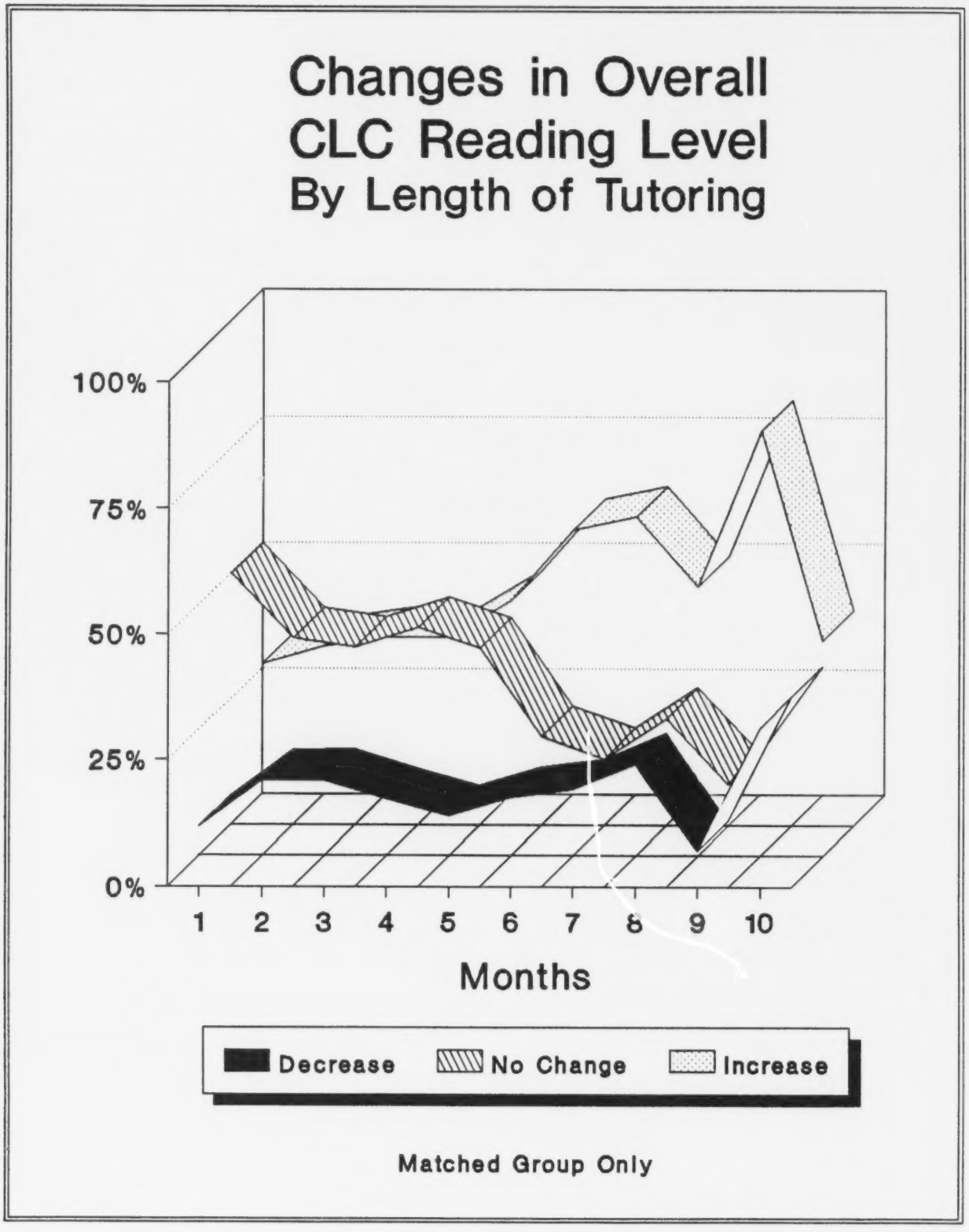
Introduction. In addition to monitoring learner progress relative to goals, the CLC reading and writing levels are also used to measure learners' improvement with other literacy materials as well. These materials may be found in the home, workplace or community. To briefly review, the CLC levels are listed below:

(R) Readiness
(W) Words
(S) Sentences
(P) Paragraphs
(A) Applications

These same levels are used to determine learners' reading and writing progress from an overall sense. It is possible that the CLC level may be the same as previous CLC levels if judged on materials related to learners' goals, or different, if judged on materials from a general context. Therefore, materials used for this purpose are usually program materials; however, they may or may not be related to learners' goals.

Overall change in CLC reading levels: By length of stay. Overall changes in CLC reading levels were examined by learners' length of stay in the program. Figure 11 details the change in learners' overall CLC reading level based on the amount of time they spent in the program. As the data indicate, after four months, more learners improved their overall CLC reading level compared to those who decreased or stayed the same. Relative to those learners who did improve, most improved one CLC level. Generally, as the number of months increased, learners' CLC reading levels increased.

FIGURE 11


Changes in Overall
CLC Reading Level
By Length of Tutoring
100%
75%
50%
25%
0%
1
2
3
4
5
6
7
8
9
10
Months
Decrease
No Change
Increase
Matched Group Only

Overall change in CLC reading levels: Characteristics of change. The next analysis examines the nature of change in CLC reading levels. For the 40% learners who initially reported being at the "readiness" CLC reading level, 14% improved to the "word" level and more than 30% improved to the "sentence" level. For learners beginning at the "word" level, over half improved to the "sentence" level. More than 33% of the learners improved from the "sentence" level to the "paragraph" level. Table 3 presents these results.

Table 3

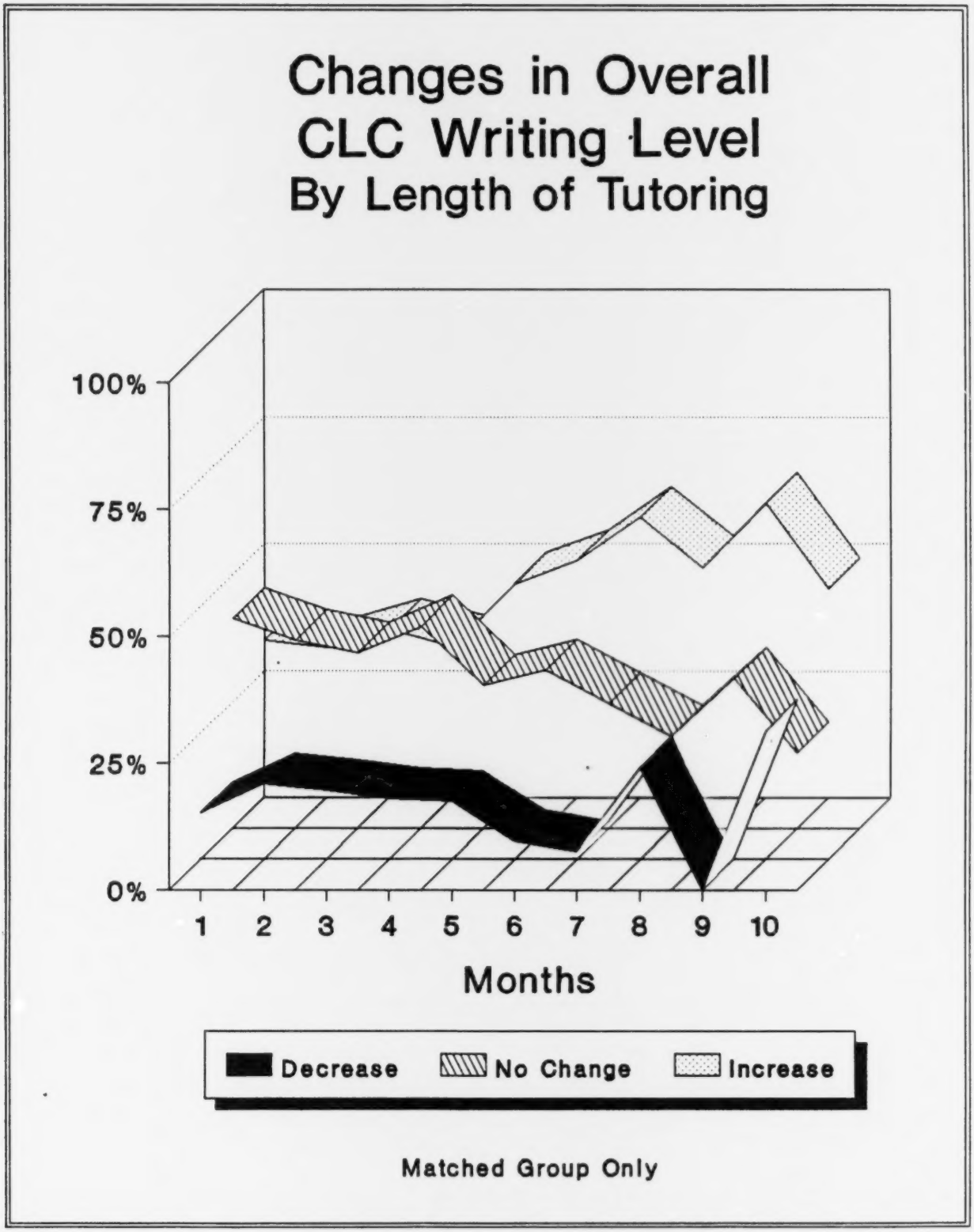
Nature of Change in Learners' Overall CLC Reading Level

Upon Completion of Most Recent Semiannual Report

Starting Point	Readiness N	Readiness %	Words N	Words %	Sentences N	Sentences %	Paragraphs N	Paragraphs %	Application N	Application %
Readiness	74	40.4	26	14.2	57	31.1	20	10.9	6	3.2
Words	10	13.5	13	17.5	39	52.7	9	12.1	3	4.0
Sentences	15	6.5	9	3.9	120	52.6	77	33.7	7	3.0
Paragraphs	5	7.2	1	1.4	11	15.9	44	63.7	8	11.5
Application	1	7.1	1	7.1	1	7.1	4	28.5	7	50.0

Overall change in CLC writing levels: By length of stay. Overall change in CLC writing levels were examined by learners' length of stay in the program. As with reading, after four months, more learners improved their overall CLC writing level compared to those who decreased their level or stayed the same. Again similar to reading, of those learners reporting improvements in their CLC writing level, most increased one level. The data presented in Figure 12 suggest a general upward trend in CLC levels over time.

FIGURE 12


Changes in Overall
CLC Writing Level
By Length of Tutoring
100%
75%
50%
25%
0%
1
2
3
4
5
6
7
8
9
10
Months
Decrease
No Change
Increase
Matched Group Only

Overall change in CLC writing levels: Characteristics of change. The nature of change in CLC levels is described in Table 4. The data reveal general improvements in CLC writing levels. For example, fifty percent of the learners who started at the "readiness" level improved their CLC writing level to either the "word" level or "sentence" level. Of those learners starting at the "word" level, almost 40% improved to the "sentence" level. Twenty-three percent of the learners improved from the "sentence" level to the "paragraph" level.

Table 4

Nature of Change
in Learners' Overall CLC Writing Level

Upon Completion of Most Recent Semiannual Report

Starting Point	Readiness N	Readiness %	Words N	Words %	Sentences N	Sentences %	Paragraphs N	Paragraphs %	Application N	Application %
Readiness	91	42.9	54	25.4	55	25.9	11	5.1	1	0.4
Words	20	11.7	68	39.7	65	38.0	17	9.9	1	0.5
Sentences	5	3.7	17	12.6	76	56.7	32	23.8	4	2.9
Paragraphs	3	10.7	0	0.0	7	25.0	16	57.1	2	7.1
Application	0	0.0	1	16.6	2	33.3	0	0.0	3	50.0

Summary of Overall Change in CLC Levels

The changes in overall CLC reading and writing levels are encouraging. In essence, the data suggest that learners are using their improved reading and writing skills in their daily lives. In every case, CLC reading and writing levels improved over time. In fact, increases in CLC levels surpassed those learners who stayed the same or decreased their levels.

Changes in Learners' Perceptions about Reading and Writing Progress

Introduction. In this section, change in learners' perceptions of their reading and writing progress is examined. During the initial development phase of CALPEP, Field Advisory Committee (FAC) members suggested that adults go through certain stages related to their perceptions of their own reading and writing progress. CALPEP attempted to capture these stages via quotes that learners typically use to describe their perceptions of their reading and writing improvement. The quotes used for judging change in reading and writing are presented below:

* "I can't read"
* "I can read but only simple things"
* "I can read, but I can't understand"
* "I can read, but not under pressure"
* "I can read, and I like to read"

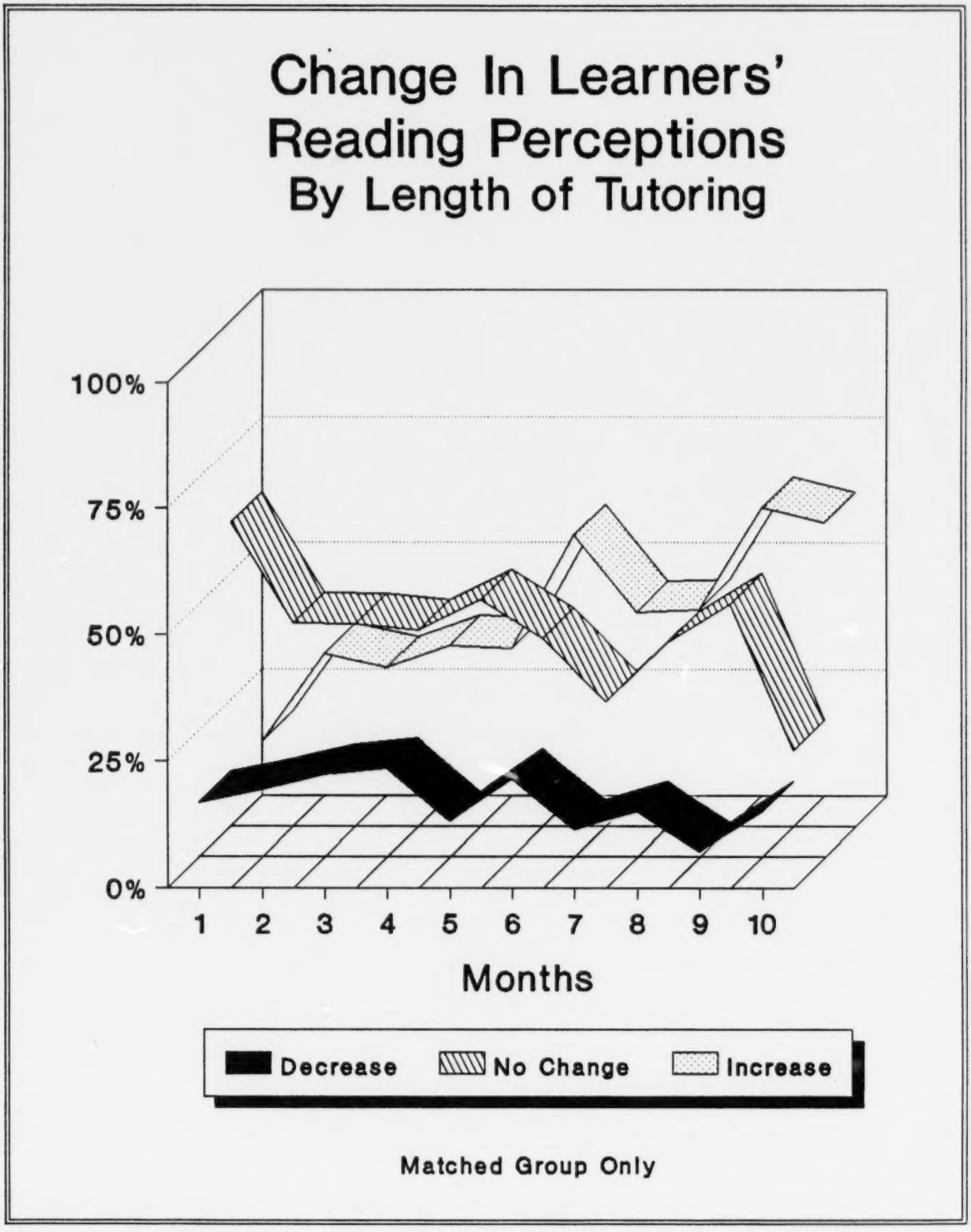
For writing, the continuum is as follows:

* "I can't write"
* "I can write but just letters and words"
* "I can write, but only simple things"
* "I can write, but I can't spell"
* "I can write, and I like to write"

The following data reflect changes in adults' reading and writing perceptions reported over the second CALPEP reporting cycle.

Change in learners' perceptions of their reading progress: By length of stay. Figure 13 displays the change in learners' reading perceptions by their length of stay in the CLC program. More learners improved their perceptions of reading progress compared to those who felt they were regressing. Generally, the longer learners stayed in the program the more their perceptions of their progress improved.

FIGURE 13


Change In Learners' Reading Perceptions
By Length of Tutoring
100%
75%
50%
25%
0%
1
2
3
4
5
6
7
8
9
10
Months
Decrease
No Change
Increase
Matched Group Only

Change in learners' perceptions of their reading progress: Characteristics of change. The characteristics of change in learners' reading perceptions are reviewed in Table 5. For learners reporting that they "couldn't read", 56% improved their perceptions to "can read simple things." For learners reporting that they could read "simple things", about 22% changed to "could read but not under pressure." Finally, for those who felt that they could "read but not understand", almost 20% improved their perceptions of their reading progress to "can read and I like to read." The lower that learners began on the reading continuum, the more progress (in their reading perceptions) they made over time. This seemed to be the general trend relative to this CALPEP item.

Table 5

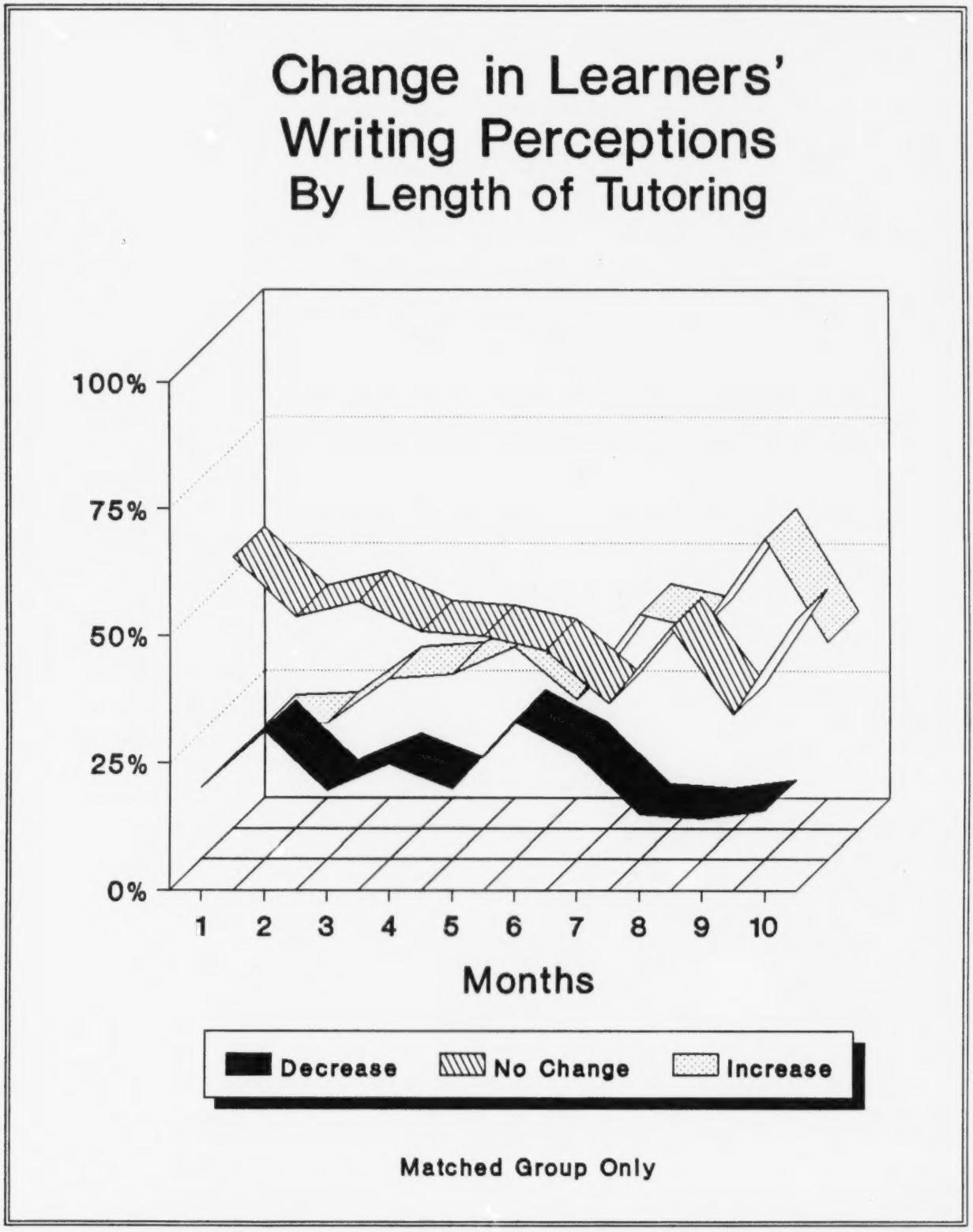
Nature of Learners' Reading Perception Change

Upon Completion of Most Recent Semiannual Report

Starting Point	I Can't Read		I Can Read But Only Simple Things		I Can Read But I Can't Understand		I Can Read But Not Under Pressure		I Can Read and I Like to Read	
	N	%	N	%	N	%	N	%	N	%
I Can't Read	16	30.1	30	56.6	1	1.8	5	9.4	1	1.8
I Can Read But Only Simple Things	5	1.5	175	54.0	37	11.4	70	21.6	37	11.4
I Can Read But I Can't Understand	1	0.8	36	30.0	37	30.8	24	20.0	22	18.3
I Can Read But Not Under Pressure	0	0.0	11	11.2	9	9.1	65	66.3	13	13.2
I Can Read and I Like to Read	0	0.0	7	14.8	0	0.0	6	12.7	34	72.3

Change in learners' perceptions of their writing progress: By length of stay. Changes in learners' perceptions of their writing progress are examined in Figure 14. Generally, more learners improved their perceptions of their writing progress compared to those who declined in this area. The longer learners stayed in the program, the more their perceptions of their writing progress improved.

FIGURE 14


Change in Learners' Writing Perceptions
By Length of Tutoring
100%
75%
50%
25%
0%
1
2
3
4
5
6
7
8
9
10
Months
Decrease
No Change
Increase
Matched Group Only

Change in learners' perceptions of their writing progress: Characteristics of change. The nature of change in learners' writing perceptions are presented in Table 6. For learners who initially felt that they "could not write", 36% improved to "can write letters and words" and more than 20% improved to "writing simple things." Forty-three percent of the learners improved from "writing letters and words" to "writing simple things." The trend again appears to be that learners who start off at the lower end of the continuum make the most progress compared to learners who start higher up on the continuum.

Table 6

Nature of Learners' Writing Perception Change

Upon Completion of Most Recent Semiannual Report

Starting Point	I Can't Write		I Can Write But Just Letters & Words		I Can Write But Only Simple Things		I Can Write But I Can't Spell		I Can Write and I Like to Write	
	N	%	N	%	N	%	N	%	N	%
I Can't Write	15	25.0	22	36.6	13	21.6	8	13.3	2	3.3
I Can Write But Just Letters & Words	0	0.0	36	33.3	47	43.5	19	17.5	6	5.5
I Can Write But Only Simple Things	3	1.1	22	8.3	157	59.2	64	24.1	19	7.1
I Can Write But I Can't Spell	2	1.0	11	5.8	55	29.4	103	55.0	16	8.5
I Can Write and I Like to Write	1	4.0	2	8.0	7	28.0	3	12.0	12	48.0

Summary of Learners' Perceptions

Generally, learners' reading and writing perceptions improved over time. Further, learners with positive perceptions of their reading and writing abilities outweighed those reporting negative perceptions.

Impact on Learners' Job Status

CALPEP documents the affect that CLC has had on learners' job status. For instance, as a result of learners' improved reading or writing skills, or the attainment of a work-related goal, they may have received a job promotion, acquired new job-related responsibilities, or received a raise in pay. In some cases, the learner may have received a new job. In either case, data relating to learners' job status change are gathered and analyzed each six months or when the learner exits the program.

Table 7 presents the findings on job status change. The data are based on learners' responses to the question, "Do you think being in this program helped you find a job or helped you in your work during the past six months?"

The results indicate that almost three-fourths of the learners reported that being in the CLC program had positive effects on their job status.

Table 7

Did Being in the Program Help
Learner in Their Job

	Number	Percent
YES	393	72.9
NO	146	27.0

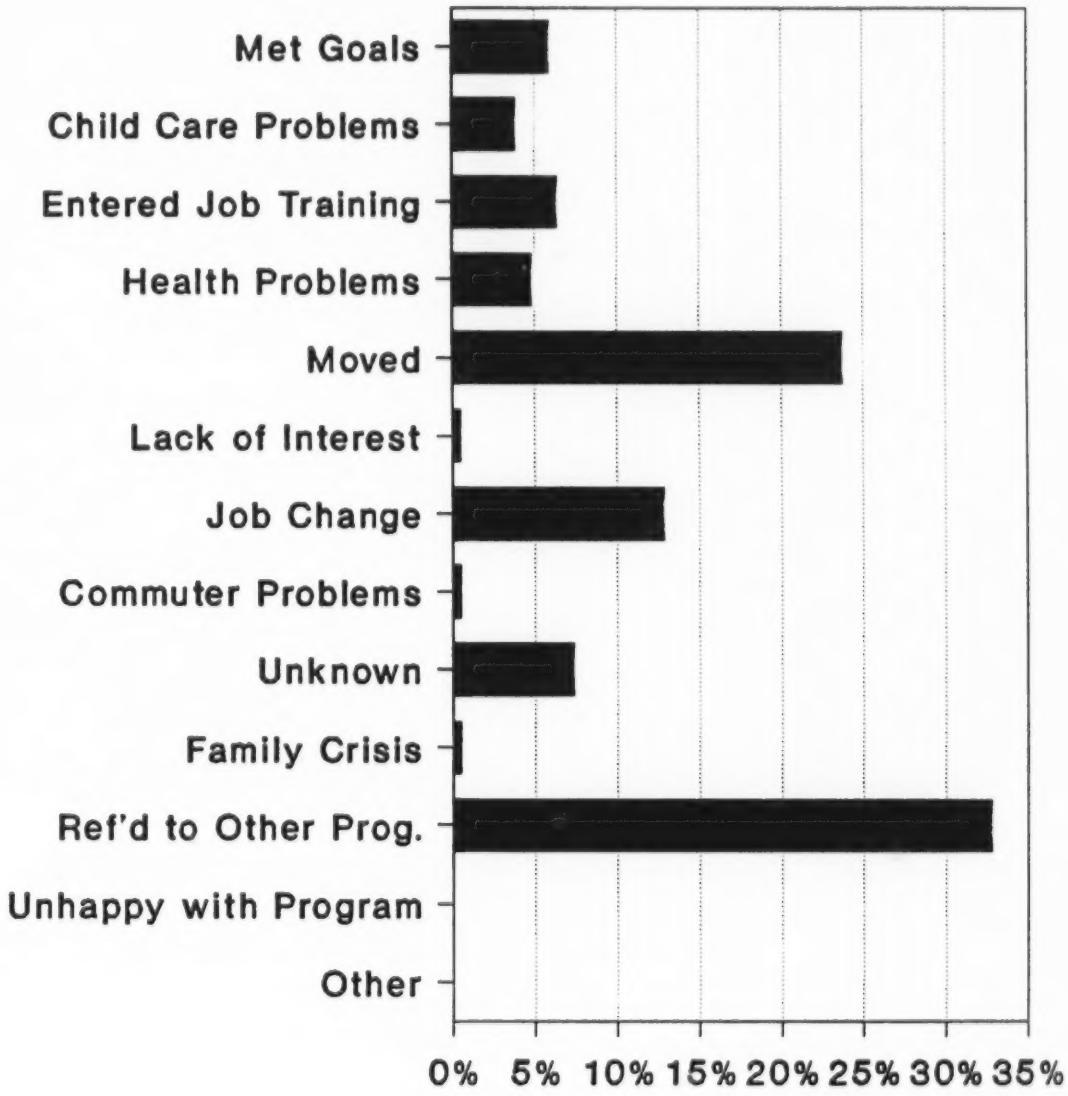
Reasons for Leaving

Important to open-entry/exit adult literacy programs is the monitoring of learner attrition rates. In many cases, learners leave for positive reasons as opposed to negative ones. However, if programs cannot document learners' reasons for leaving, it is often assumed that attrition is negative. In fact, it may not be. To address this issue, CALPEP documents the reasons learners leave the program by introducing a question on the Semiannual/Exit Tutor Report asking learners why they left -- or why they are going to leave -- the program.

As Figure 15 demonstrates, most learners leave because they have been referred to other programs or have moved. As noted above, these are actually positive or neutral reasons for attrition and not reflective of poor program management.

FIGURE 15

Learners' Reasons for Leaving the California Literacy Campaign



Limitations of Study

The data for this cycle-two CALPEP report are encouraging. Given the fact that this was a field test year and considering that 77 programs have implemented a new process with over 12,000 learners and tutors, it is natural that logistical problems will arise. In this section, a review of the caveats associated with the study are presented.

Although an overwhelming majority of program staff and tutors returned the CALPEP forms to ETS for analysis of learner progress, there is still some confusion regarding the completion of actual CALPEP progress items (e.g., CLC levels, habits section, etc.). For example, there were multiple responses to questions regarding CLC levels. In the first cycle the lowest response was entered. For instance, if a tutor marked R, W, and S (in list fashion), R was entered into the computer. To be consistent with previous analyses, the lowest score was entered for multiple responses for this report as well. This may have skewed the results downward. It is encouraging that despite this caveat, progress in all CALPEP areas was noted.

Furthermore, the CALPEP timeline for completing forms also needs additional explanation. For example, a few tutors and program staff in this field test administered Semiannual/Exit Tutor Reports for learners who had been in the program for only one month. Normally, these reports are administered to learners who have been in the program a minimum of three months (unless used as an exit report). One reason why Semiannual/Semiannual Tutor Reports were administered after one month is that learners might have left the program and tutors administered the semiannual form as an exit report -- which is appropriate. However, there were a large number of learners who fell into this category. Notwithstanding this situation, CALPEP analyses were computed for all learners with Semiannual/Exit Tutor Reports.

In sum, the results of this study should be interpreted with these caveats in mind.

Discussion of Results

Generally, the results from this second CALPEP report are encouraging, especially since the information is richer this year with the addition of 500 more learners to the CALPEP data base.

Learner progress has been made in every CALPEP area. For instance, the data suggest that the majority of those learners who reported a change in their habits relative to CALPEP reading and writing items, were improving. This suggests that learners are reading and writing more in their daily lives as a result of participating in the CLC.

The data further indicate that more learners improved one CLC reading or writing level relative to their most important goal, compared to those who decreased or stayed the same. In essence, learners are improving their reading and writing skills as they work on goals that are important to them.

It is understandable that most learners have reported no change in certain CALPEP areas (e.g., reading and writing habits) given the relatively short period for reporting progress. However, it should be understood that this reflects a neutral finding and not necessarily a negative one -- especially in a field test year.

In general, the trend seems to be that, over time, learners are improving their reading and writing habits, their goal attainment, their CLC levels, and their perceptions of their own progress. Therefore, the impact that the CLC has had on learners has been positive.

If the trends reported in this study continue, the CLC will experience continued growth in the CALPEP areas, especially after CLC program staff get better acquainted with the CALPEP forms and better understand the logistics of administering the forms to learners in a timely fashion.

Recommendations for Future Reporting Cycles

Based on information gathered from this report, recommendations for improving CALPEP will be presented. The recommendations fall into two basic categories; 1) reporting program information, and 2) the use of forms.

1. Reporting Program Information to the CSL

In this section, matters related to the reporting of CALPEP data are reviewed. In a field test year it is understandable that some programs will need additional assistance determining which forms to administer learners and when to administer them. Over time, programs will acclimate themselves to CALPEP and the CSL reporting cycles, however the CSL might want to take the opportunity now (early in the game) to lay the groundwork with the CLC programs for the systematic retrieval of CALPEP data. Further, as CLC program staff change, it would be important to have an ongoing mechanism for reminding programs about the process for gathering and reporting CALPEP data. Important to the future success of CALPEP is the retrieval of learner and tutor data in a timely fashion for analyses. Therefore the reporting process should be institutionalized as soon as possible so CLC programs can get into the CALPEP reporting routine.

Below are specific recommendations relative to CALPEP reporting procedures. Other recommendations that might have been made relative to reporting are not included here since local CLC programs will in the future enter their data onto CLC-BASE and send program reports on floppy disks to the State Librarian.

I. Additional (and ongoing) activities should be conducted to assist CLC programs in determining which forms to complete (e.g., CALPEP MONTH), and when data from forms need to be sent to the CSL.

II. For future reporting cycles the analyses should exclude active learners who have participated for less than three months in the program. Learners who left should be included.

2. Management of CALPEP Forms

In some cases, the CALPEP forms themselves created confusion for those completing them. For instance, in cases where tutors and learners were asked to make estimations of time spent reading or writing certain materials, more guidance could be provided. A special training module could be developed to address this issue. Below are recommendations relative to the CALPEP forms.

I. Provide additional training on the use of CALPEP forms for CLC program staff. For example, this training can include the following topics:

* determination of CLC reading and writing levels;

* definition of "a little hard", "very hard" etc. in the reading and writing habits section;

* operationalizing the learners' reading and writing "perceptions" quotes;

* assisting learners and tutors completing the CALPEP forms (e.g., mark only one answer; choose only one, etc.).

II. The CALPEP forms should be modified to assist the user in filling them out. For instance, in sections where multiple choices are provided, a statement such as "mark only one" should be highlighted.

III. CALPEP forms should be modified to match CLC-BASE screens. This would expedite the entry of learner and tutor data.

IV. Should modify or drop Learner/Tutor Log. The Log is a potentially useful guide and monitoring device for both learners and tutors, yet programs are having difficulty acclimating participants to its use. More attention should be given to the Log to make it work for both learners and tutors or it should be discontinued.

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APPENDIX A

CALPEP: WHERE WE STARTED FORM

CALIFORNIA STATE LIBRARY

California Adult Learner
Progress Evaluation Process

REQUIRED INFORMATION

WHERE WE STARTED

(Please discuss all the following questions with the adult learner by the end of the third tutoring session.)

Adult Learner's name: _____

Tutor's name: _____

(1) Date: ____ Mo. ____ Day ____ Yr.

(2) Reading habits:

	Here is a list of some things that people often read. How often do you read these things *outside the tutoring session?*			Of those you do read, which are easy for you to read; which are hard?		
	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Read	A Little Hard	Very Hard
Street/traffic signs	☐	☐	☐	○	○	○
Menus	☐	☐	☐	○	○	○
Mail/bills/letters	☐	☐	☐	○	○	○
Labels/instructions	☐	☐	☐	○	○	○
Notes from school	☐	☐	☐	○	○	○
Bank machines, etc.	☐	☐	☐	○	○	○
Comics	☐	☐	☐	○	○	○
Reading books to child	☐	☐	☐	○	○	○
T.V. guides	☐	☐	☐	○	○	○
Newspapers	☐	☐	☐	○	○	○
Magazines	☐	☐	☐	○	○	○
Religious materials	☐	☐	☐	○	○	○
Work materials	☐	☐	☐	○	○	○
Books	☐	☐	☐	○	○	○
Other _____	☐	☐	☐	○	○	○

(3) Writing habits:

	Here is a list of some things that people often write. How often do you write these things *outside the tutoring session?*			Of those you do write, which are easy for you to write; which are hard?		
	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Write	A Little Hard	Very Hard
Checks	☐	☐	☐	○	○	○
Notes/memos	☐	☐	☐	○	○	○
Orders	☐	☐	☐	○	○	○
Recipes	☐	☐	☐	○	○	○
Forms/applications	☐	☐	☐	○	○	○
Reports	☐	☐	☐	○	○	○
Letters	☐	☐	☐	○	○	○
Stories/poems	☐	☐	☐	○	○	○
Articles	☐	☐	☐	○	○	○
Greeting cards	☐	☐	☐	○	○	○
Crossword puzzles	☐	☐	☐	○	○	○
Other _____	☐	☐	☐	○	○	○

(4) Outside the tutoring session, approximately how much time do you read during a typical week?

- ☐ Not at all
- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

(5) Outside the tutoring session, approximately how much time do you write during a typical week?

- ☐ Not at all
- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

(6) Reading Goals:

The adult learner wants to improve his/her reading so he/she can . . .

	Indicate CLC Start Level				
	R	W	S	P	A
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐

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(7) **Writing Goals:**

The adult learner wants to improve his/her writing so he/she can . . .

	Indicate CLC Start Level				
	R	W	S	P	A
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐

(8) Estimate of overall CLC reading level

- ☐ R - *Readiness* - recognize letters and numbers
- ☐ W - Sight *words* and vocabulary of interest
- ☐ S - Simple *sentences*
- ☐ P - Complex sentences and *paragraphs*
- ☐ A - *Application* to new situation

(9) Estimate of overall CLC writing level

- ☐ R - *Readiness* - write letters and numbers
- ☐ W - Sight *words* and vocabulary of interest
- ☐ S - *Sentences* that form complete thoughts
- ☐ P - Sequenced sentences to form *paragraphs*
- ☐ A - *Application* for different purposes

(10) Which one of these phrases would describe you best?

"I can't read."	"I can read, but only simple things."	"I can read, but I can't understand."	"I can read, but not under pressure."	"I can read, and I like to read."

(11) Which one of these phrases would describe you best?

"I can't write."	"I can write, but just letters & words."	"I can write, but, only simple things."	"I can write, but I can't spell."	"I can write, and I like to write."

APPENDIX B

CALPEP: SEMIANNUAL/EXIT TUTOR REPORT

CALIFORNIA STATE LIBRARY

California Adult Learner
Progress Evaluation Process

REQUIRED INFORMATION
SEMI-ANNUAL TUTOR REPORT

for the 6 months ending _____, _____.
(year)

(Tutor: Please discuss these progress areas with the adult learner for this six month reporting period or when the learner exits the program, and return this report to the office.)

Tutor's name: _____

Adult learner's name: _____

(1) How many months has the adult learner been in the program? (check one)

0 - 3	4 - 6	7 - 12	13 - 18	19 - 24	25 +
☐	☐	☐	☐	☐	☐

(2) Reading habits:

	Here is a list of some things that people often read. How often do you read these things *outside the tutoring session?*			Of those you do read, which are easy for you to read; which are hard?		
	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Read	A Little Hard	Very Hard
Street/traffic signs	☐	☐	☐	○	○	○
Menus	☐	☐	☐	○	○	○
Mail/bills/letters	☐	☐	☐	○	○	○
Labels/instructions	☐	☐	☐	○	○	○
Notes from school	☐	☐	☐	○	○	○
Bank machines, etc.	☐	☐	☐	○	○	○
Comics	☐	☐	☐	○	○	○
Reading books to child	☐	☐	☐	○	○	○
T.V. guides	☐	☐	☐	○	○	○
Newspapers	☐	☐	☐	○	○	○
Magazines	☐	☐	☐	○	○	○
Religious materials	☐	☐	☐	○	○	○
Work Materials	☐	☐	☐	○	○	○
Books	☐	☐	☐	○	○	○
Other _____	☐	☐	☐	○	○	○

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(3) **Writing habits:**

	Here is a list of some things that people often write. How often do you write these things *outside the tutoring session*?			Of those you do write, which are easy for you to write; which are hard?		
	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Write	A Little Hard	Very Hard
Checks	☐	☐	☐	○	○	○
Notes/memos	☐	☐	☐	○	○	○
Orders	☐	☐	☐	○	○	○
Recipes	☐	☐	☐	○	○	○
Forms/applications	☐	☐	☐	○	○	○
Reports	☐	☐	☐	○	○	○
Letters	☐	☐	☐	○	○	○
Stories/poems	☐	☐	☐	○	○	○
Articles	☐	☐	☐	○	○	○
Greeting cards	☐	☐	☐	○	○	○
Crossword puzzles	☐	☐	☐	○	○	○
Other _____	☐	☐	☐	○	○	○

(4) Outside the tutoring session, approximately how much time do you read during a typical week?

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- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

(5) Outside the tutoring session, approximately how much time do you write during a typical week?

- ☐ Not at all
- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

(6) List reading goals worked on this 6 months in order of importance to the learner:

	Total number of months worked on this goal.	Indicate Starting CLC Level (R W S P A)	Indicate Current CLC Level (R W S P A)	Indicate if Goal Completed? Yes	No
Goal: _____	____	____	____	☐	☐
Goal: _____	____	____	____	☐	☐
Goal: _____	____	____	____	☐	☐
Goal: _____	____	____	____	☐	☐

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(7) List writing goals worked on this 6 months in order of importance to the learner:	Total number of months worked on this goal.	Indicate Starting CLC Level (R W S P A)	Indicate Current CLC Level (R W S P A)	Indicate if Goal Completed? Yes	No
Goal: _____	____	____	____	☐	☐
Goal: _____	____	____	____	☐	☐
Goal: _____	____	____	____	☐	☐
Goal: _____	____	____	____	☐	☐

(8) Estimate of overall CLC reading level

____ R - *Readiness* - recognize letters and numbers
____ W - Sight *words* and vocabulary of interest
____ S - Simple *sentences*
____ P - Complex sentences and *paragraphs*
____ A - *Application* to new situation

(9) Estimate of overall CLC writing level

____ R - *Readiness* - write letters and numbers
____ W - Sight *words* and vocabulary of interest
____ S - *Sentences* that form complete thoughts
____ P - Sequenced sentences to form *paragraphs*
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(10) Which one of these phrases would describe you best?

"I can't read."	"I can read, but only simple things."	"I can read, but I can't understand."	"I can read, but not under pressure."	"I can read, and I like to read."

(11) Which one of these phrases would describe you best?

"I can't write."	"I can write, but just letters & words."	"I can write, but, only simple things."	"I can write, but I can't spell."	"I can write, and I like to write."

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(12) **Do you think being in this program helped you find a job or helped you in your work during the past six months?**

☐ Yes ☐ No Please explain your answer: _____

_____

_____

(13) **Why did you decide to leave the program?** (Complete only if learner left the program during this reporting period)

☐ Met goals
☐ Entered job training
☐ Moved
☐ Job change
☐ Unknown
☐ Child care problems
☐ Health problems
☐ Lack of interest
☐ Transportation problems
☐ Family crisis

☐ Referred to other program: _____

☐ Unhappy with program (please explain): _____

_____

_____

☐ Other: _____

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